Knowledge Organiser

Year 9 Autumn 1 2025

BELPER SCHOOL and Sixth Form Centre

Create Your Future

Lucy Ball
Belper School Year 11 student 2025
Team GB cyclist

"Have a dream and pursue it with everything you've got. Don't let anyone or anything get in the way of your goal and happiness"

Name:

Tutor Group:

BELPER SCHOOL and Sixth Form Centre

Contents Page

Science, PE and Technology are on a rotation so have multiple pages in this booklet.
Your teacher will direct you to the appropriate pages when setting work.

Timetable

Week 1	1	2	3	Lunch extra-curricular club	4	5	After school extra-curricular club
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

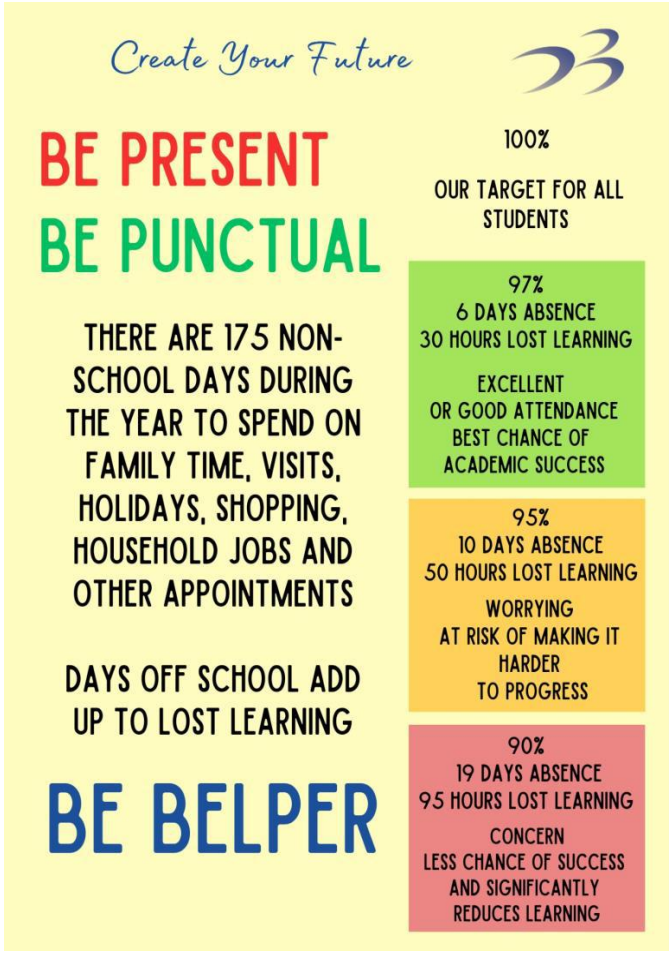
Week 2	1	2	3	Lunch extra-curricular club	4	5	After school extra-curricular club
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

In Class Expectations

Out of Class Expectations

Attendance and Punctuality

Being in school and being on time is crucial for success and preparing for the future.
Lost learning can lead to additional anxiety and pressure to catch up work and risks the student falling even further behind.



Attendance

- 90% attendance is half a day missed every week
- 90% attendance in one school year is 4 whole weeks of lessons (100 lessons) missed in that year.
- 90% attendance over 5 years of secondary school is half a year of school missed.
- Evidence suggests that, on average, every 17 days of school missed by a student equates to a drop of 1 GCSE grade.

Punctuality

- 10 minutes late each day = 50 minutes of lessons missed each week
- 10 minutes late each day = 2000 minutes (33.3 hours, 5.5 days) every academic year
- 10000 minutes (166.5 hours, 27.5 days) of missed learning from year 7 to year 11.

"Everyday you show up, you're investing in your future self. Don't underestimate the power of attendance."

Attendance this half term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8

Guided Reading Tracker

Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.

Year 9

English: Long Way Down

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.
African-American Vernacular English	A variety of English spoken by African-Americans and Will's dialect in the text.
Symbolism	The use of symbols, usually objects, to represent deeper meanings or themes. E.g. Roses symbolise love.
Anagram	A word, phrase, or name formed by rearranging the letters of another. E.g. scares/ cares.
Post-traumatic stress disorder	Or PTSD, is a mental health condition that's triggered by a terrifying event – either experiencing or witnessing it.
Bildungsroman	A novel dealing with one person's formative years or spiritual education. The genre of *Long Way Down.*

Tier 2 vocabulary	Definition
Revenge	The action of hurting or harming someone in return for an injury or wrong suffered at their hands.
Protagonist	The leading character/ one of the lead characters in a novel, film etc. Will is the protagonist in *Long Way Down.*
Antagonist	In literature, the principal opponent of a main character in a drama or narrative.
Corruption	Dishonest or illegal behaviour especially by powerful people.
Dénouement	The final outcome of the main dramatic complication in a literary work.

Section 2: New Key Skills/Strategies

C	**Connective**	Firstly, moreover, furthermore, in conclusion.
P	**Point**	Use the wording of the question and identify what your paragraph will explore.
E	**Evidence**	Find a relevant quotation and identify a language or structural device in it…
A	**Analysis**	And then explore the deeper meaning of this quote/technique and how it links to the question.
T	**Think about the intention and imapct**	Explore the intentions of the author and the effect/impact of this on the reader.

Section 2: Model CPEAT Paragraph

Firstly, the poet presents Will's grief in the poem 'The Sadness' through the use of the symbolism of the 'tooth' and who it relates to. The 'tooth' represents Will's brother and the fact that the tooth is 'ripped' out of his mouth reflects how he feels emotionally about the murder of his brother – that something vital to Will and part of him has been taken away in a brutal and violent manner. The use of the verb 'ripped' evokes a sense of empathy in the reader as Will attempts to come to terms with his loss and his thoughts of revenge.

Section 3: Context and Themes

<u>Gun Crime in America</u>

- In 2020, 418 mass shootings took place in America
- 39,383 people in USA died of gun violence in 2019
- In 2019, there were 36 shootings in American schools
- Most American children are as likely to be killed by a gunshot as they are to die from cancer
- Firearm homicide was the leading cause of death for black men and boys aged 15-34 in 2017 and they were more than 10 times more likely to die from firearm homicide than white males of the same age group.

Write a description based on the image or the opening of a story set in a city.

<u>Creative Writing Top Tips</u>

- Vary everything - vocab, sentence types, paragraphing etc.
- Show don't tell
- Focus on the different senses

Year 9 Autumn 1

Maths: Geometrical Properties: Polygons

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Alternate angles	Alternate angles occur where there is a pair of parallel lines and a transversal. They are angles that occur on opposite sides of the transversal line and are equal in size.
Congruent shape	Shapes that are exactly the same as each other.
Corresponding angles	Corresponding angles occur where there is a pair of parallel lines and a transversal. They are angles that are on the same side of the transversal line and are equal in size.
Supplementary angles	Supplementary angles occur where there is a pair of parallel lines and a transversal. They are the angles that lie on the same side of the transversal that passes through two parallel lines. The sum of these angles is 180°.
Transversal	A **transversal line** passes through two lines at two distinct points.
Parallel lines	A pair of straight lines that never meet.
Polygon	A closed two-dimensional geometric figure that has a finite number of sides. The sides of a polygon are made of straight lines.

Tier 2 vocabulary	Definition
Interior angle	Angles that lie inside a polygon
Exterior angle	When the side of a polygon is extended, the angle formed outside the polygon is the **exterior angle**.
Regular polygon	A polygon where all angles are the same size and all sides are the same length

Maths watch revision links

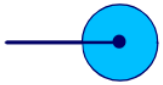
Section 2:

Basic angle facts

Angles on a straight line add up to 180°

A right angle is 90°

Vertically opposite angles are equal



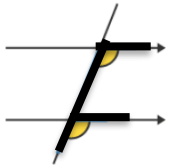
Angles around a point add up to 360°

Angles in a triangle add up to 180°

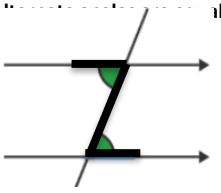
Base angles in an isosceles triangle are equal

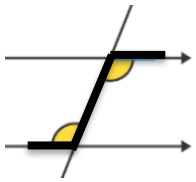
Angles in Parallel Lines

Corresponding angles are equal

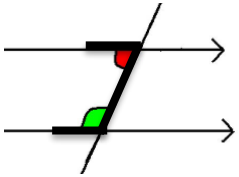


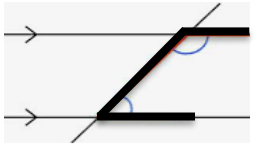
Alternate angles are equal





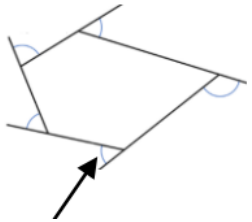
Supplementary angles add up to 180°





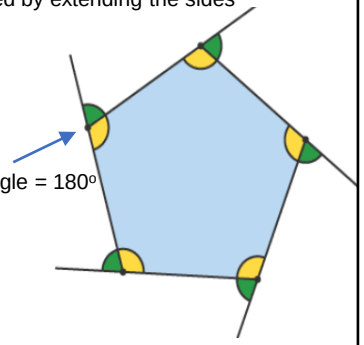
Section 3:

Exterior angles of Polygons



Exterior angles always add up to 360°

Exterior angles are formed by extending the sides of a polygon

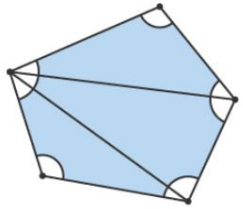


Interior angle + exterior angle = 180°

Interior Angles in Polygons

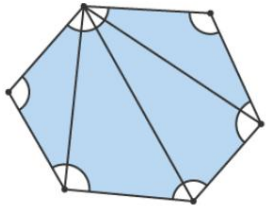
The sum of interior angles in a polygon can be found by splitting the shape into triangles. The number of triangles is always 2 less than the number of sides.

Sum of interior angles = (number of sides – 2) x 180°



Pentagon (5 sides) can be split into 3 triangles

Angle sum = 3 x 180
= 540°



Hexagon (6 sides) can be split into 4 triangles

Angle sum = 4 x 180
= 720°

Maths: Constructions

Year 9 Autumn 1

Use properties of a circle and a rhombus to justify construction

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Line segment	The section of a line bounded by two points.
Congruent	Identical in shape and size. Two triangles are congruent if all three sides are the same length (SSS)
Equidistant	Equal distance
Locus (plural is loci)	A set of points whose location is determined by specified conditions. A circle is the locus of points that are equidistant from a fixed point.
Altitude	The height of a triangle – the vertical distance from the base to the opposite vertex.

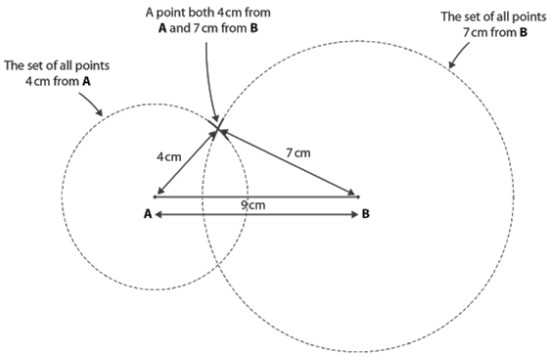
Tier 2 vocabulary	Definition
Pair of compasses	A drawing instrument used for creating circles or arcs. Watch this for tips on how to use them! https://www.youtube.com/watch?v=WACcU2ecnic
Rhombus	A quadrilateral whose four sides all have the same length
Arc	A segment of the circumference of a circle.
Perpendicular	Two lines that meet at 90 degrees.
Construction	A process of creating a diagram using only a pencil, ruler and a pair of compasses.
Bisector	A line that divides something into two equal parts.

Maths watch revision links

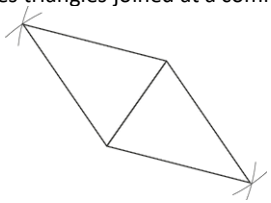
Section 2: New knowledge

Use the properties of a circle in construction

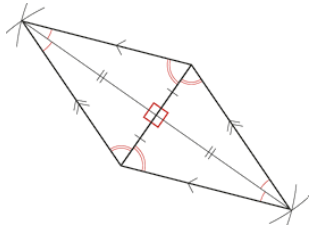
- Draw a triangle with sides 4cm, 7cm and 9cm



- Draw a rhombus by constructing two congruent isosceles triangles joined at a common edge.



Use the properties of a rhombus to identify the geometric properties that are the basis for standard constructions



Key properties are:

- The diagonals of a rhombus bisect one another at right angles
- The diagonals of a rhombus bisect the angles at each vertex

Section 3: Standard constructions

Perpendicular bisector of the line segment AB

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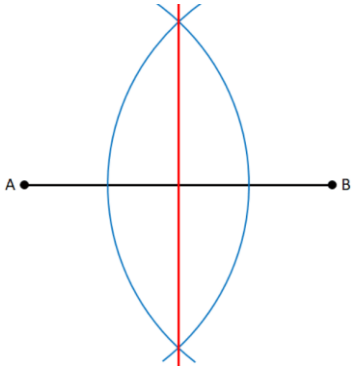

Angle bisector of the angle B

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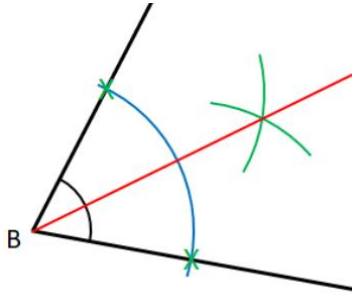

Perpendicular from a point P to a line AB

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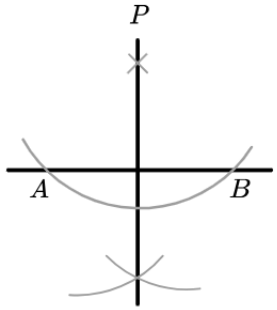


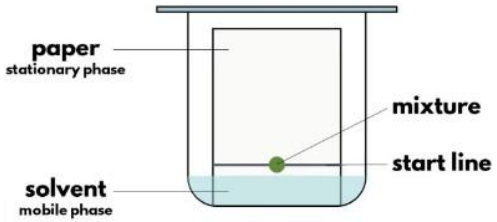
9C1 - Chemistry: States of Matter and Mixtures

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Chromatography	Carried out by spotting drops of the samples onto paper, and then allowing a solvent to move up the paper. Different components in the samples travel up the paper in the solvent at different rates.
Chromatogram	The piece of paper showing the results of carrying out chromatography on substances.
Stationary phase	The surface through which the solvent and dissolved substances move in chromatography.
Mobile phase	In paper chromatography, the solvent that moves along the paper carrying the dissolved samples with it.
R_f value	The ratio of the distance travelled by the solute on a chromatogram (measured from the centre of the spot) to the distance travelled by the solvent under the same conditions.
Potable water	Drinking water
Chlorination	The process of adding chlorine to a substance, often to water.
Sedimentation	The process in which rock grains and insoluble substances sink to the bottom of a liquid.
Distillation	The process of separating a liquid from a mixture by evaporating the liquid and then condensing it.
Distillate	Something formed by distillation
Condenser	Apparatus for condensing vapour
Filtrate	Liquid that has passed through a filter
Crystallisation	Separating the solute from a solution by evaporating the solvent

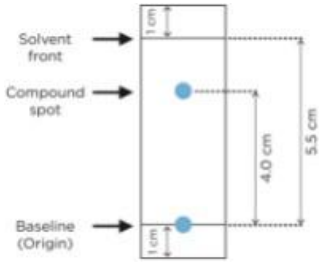
Section 2: New Knowledge/Skills

Creating a chromatogram and calculate Rf values



Rf values can be used to identify unknown chemicals. The Rf value is always the same for a particular substance.

The Rf value = distance moved by spot/distance moved by solvent

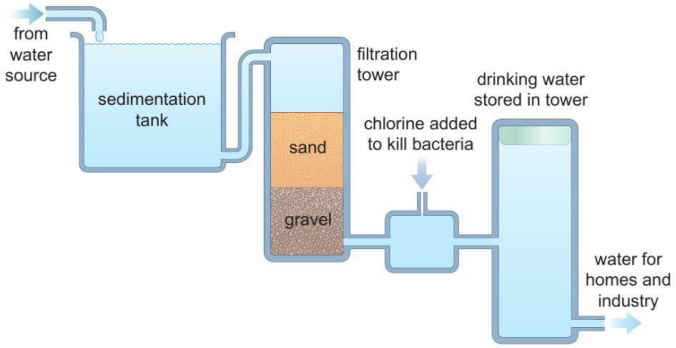


In the above example Rf value = 4.0/5.5 = 0.73

States of matter

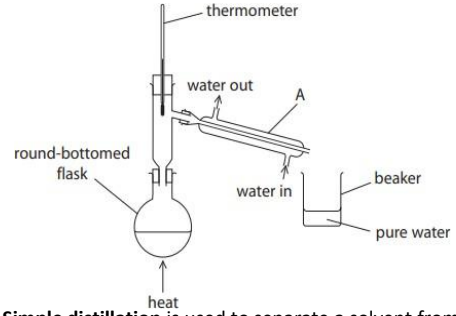
Separation and purification

Making potable water



Section 3: Other subject specific things

Apparatus for distillation



Simple distillation is used to separate a solvent from a solution. It is useful for producing water from salt solution.

Simple distillation works because the dissolved solute has a much higher boiling point than the solvent.

Apparatus for crystallisation

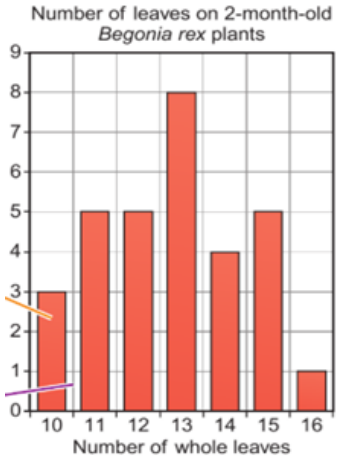
Crystallisation is used to produce solid Crystals from a solution. When the solution is warmed, some of the solvent evaporates leaving behind a more concentrated solution.

Science : Biology Inheritance

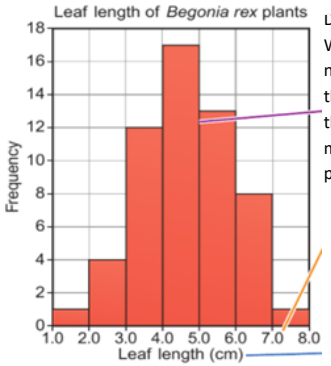
Tier 3 vocabulary	Definition
Gamete	The female (Egg/ovum) and male (sperm) sex cells
Fertilisation	Shere two gametes join together forming a zygote with a full set of chromosome pairs
Natural Selection	Living things better adapted to their environment are more likely to survive and reproduce
Zygote	Fertilised egg cell containing a full set of DNA
Haploid	Cell half the DNA only one of each chromosome
Diploid	Cell with chromosome pairs (full set of DNA)
Discontinuous	Data can be any value within a range
Continuous	Data falls into discrete groups or categories
DNA	Deoxyribonucleic acid. A polymer that contains our genetic information
Chromosome	A structure found in the nuclei of cells. Each chromosome contains one enormously long DNA molecule packed up with proteins.
Gene	Section of DNA found in a chromosome, which often contains instructions for a protein.
Allele	Different versions of the same gene
Dominant	Allele that will always be expressed
Recessive	Allele that will only affect the phenotype if the other allele is also recessive.
Heterozygous	When both the alleles for a gene are different
Homozygous	When both the alleles for a gene are the same
Genotype	The alleles for a certain characteristic that are found in an organism.
Phenotype	The characteristics that a set of alleles produce.
Mutation	A change in the DNA base pairs

Section 2: New Knowledge/Skills

Variation – Discontinuous
Data falls into discrete categories (you can not have a value in between) with a gap shown between on a graph.
The y-axis shows frequency (the number of times something occurs)

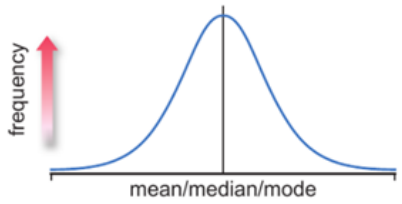


Variation - Continuous

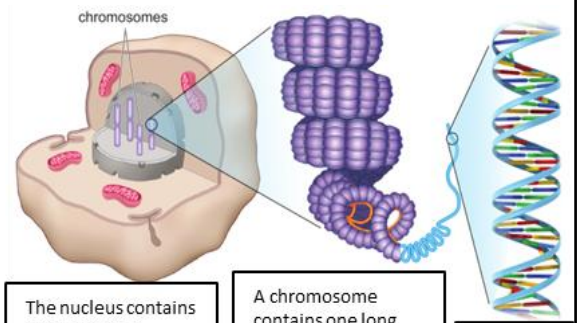


Data can be any value Within a range. There are no gaps between bars as the data is continuous, but the values are grouped to make it easier to see patterns

In a normal distribution curve, the **mean** value is the same as the **mode** (most common value) and the **median** (the middle value).



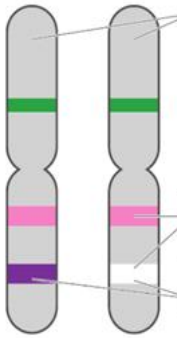
Section 3



The nucleus contains chromosomes

A chromosome contains one long strand of DNA, tightly coiled many times.

DNA is a double helix

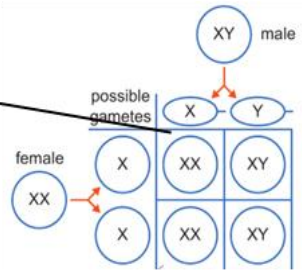


Chromosomes of the same type are the same size and have same genes in the same order

Different genes

Different alleles of the same gene

Boxes show all the possible combinations of offspring.
Here there is 2/4 (1/2) or 0.5 (50%) chance of a boy or a girl

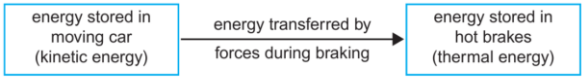


Science: Stored energies

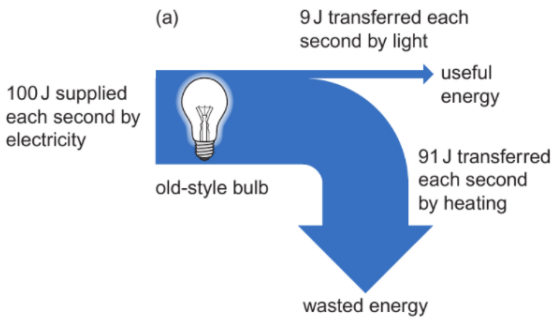
BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Gravitational field strength	The amount gravity pulls on an objects mass N/kg (on earth this is 10N/kg)
Gravitational potential energy	The energy an object gains as it moves away from a source of gravity
Kinetic energy	The energy stored in a moving object
Energy Stores	Where energy in stationary in one place and in one form
Energy transfers	Where energy can be transferred from one form or location to another
Energy transfer diagram	Shows the stores and transfers of energy going on in a particular situation
Sankey diagram	Graphical representation of the percentage of useful and waste energy in a transfer
Efficiency	A measure of the amount of useful energy transferred in a situation or device



B A flow diagram showing the energy transfers when a car brakes.



The efficiency of a device can be calculated using this equation:

$$\text{efficiency} = \frac{\text{(useful energy transferred by the device)}}{\text{(total energy supplied to the device)}}$$

Section 2: New Knowledge/Skills

Energy Stores and Pathways

The Eight Stores

Store	Description
Chemical	In batteries, fuels and food
Kinetic	In moving objects
Gravitational	In objects lifted above the Earth's surface
Thermal	In all objects, it increase with temperature
Magnetic	Objects within a magnetic field
Electrostatic	Around positively and negatively charged objects
Nuclear	Stored in the nucleus of an atom
Elastic	In objects that are stretched or squashed

The Four Pathways

Pathway	Description
Mechanically	By forces such as friction
Electrically	When there is a current flow
By heating	Due to a temperature difference (conduction, convection)
Radiation	e.g. waves such as light and sound

In any example of something bouncing, falling, rising in the air, swinging etc. There is an interchange between kinetic and gravitational energy.

The gravitational energy top of drop

Transferred mechanically by forces

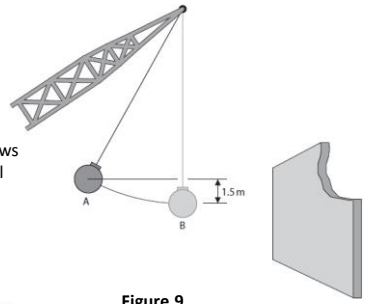
Into kinetic energy

If there is no drag the kinetic energy at the bottom will be equal to the gravitational energy at the top

Section 3: practice questions

Figure 8 shows a demolition ball of mass 400 kg.
The ball is used to demolish a wall.

Figure 8
After knocking down the wall, the ball will swing freely.



The graph in Figure 9 shows how the height of the ball above ground varies with time during three swings.

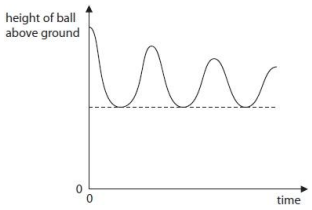


Figure 9

1. Explain how the energy within the system changes during this time.

The system consists of the swinging ball and its surroundings.
(6)

Plan:

- List all the types of energy you can think of that might be linked to this *(don't worry if they are not correct at this point, just come up with ideas, remember there are 8 stores of energy)*
- List all the ways energy might be being transferred (remember there are 4 ways energy can be transferred)
- Label on the diagram what types of energy the ball has at different times
- Label on the graph these types of energy
- Is some energy wasted along the way? How?
- What order will you write the information in? Where would you start?

Now write your answer, using proper sentences, proper scientific words and in a sensible order

1. Calculate the kinetic energy when it is at the bottom of the first swing

2. Why is the actually kinetic energy likely to be less than this

3. **H:** Hence calculate the maximum velocity of the ball

Year 9 Autumn 1

Science: Conservation of energy

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Thermal conductivity	A measure of how good a material is at allowing heat to transfer through it
Convection	Hot fluids rise as they have more energy and become less dense (lighter)
Convection Current	A flow of hot and cold fluids, rising and sinking in a cycle in a given space
Infra-red Radiation	Electromagnetic waves given off from hot objects, absorbed and emitted by darker objects
Renewable	Energy resources that will be available again after being used
Non-renewable	Energy resources that will run out and will not be there again
Climate change	The changes in the weather, global temperature and rainfall across the Earth
Carbon Neutral	A resource that removes as much CO_2 from the atmosphere as it produces
Weather dependent	An energy resource that is not always available depending on the weather

Tier 2 vocabulary	Definition
Conduction	Where heat energy is transferred through the collisions of vibrating particles
Thermal Insulator	A material that does not allow heat energy to transfer through easily

Section 2: New Knowledge/Skills

Conduction
Heat transferred by vibrating particles transferring the energy from one to another during collisions.
- *Best thermal conductors:* metals
- *Worst thermal conductors (insulators):* Vacuum, gasses, objects with pockets of gas like foam

Convection
Hot fluid, expands, becomes less dense and therefore lighter and rises.
Cold fluids contract, become more dense and sink
This creates a **convection current**

Radiation (infra-red)
Electromagnetic wave like light, emitted from hot objects
- *Best emitters and absorbers of radiation:* Matte Black
- *Worst emitters and absorbers of radiation:* Shiny silver/white

Draw and describe how you can keep hot drinks warm in a thermos flask.

Section 3: Energy Resources

Energy Resources

Energy Resource	Nuclear	Biofuels	Hydroelectric	Wind	Solar (photovoltaic cells)	Fossil Fuels (Coal, Oil and Gas)
Description	Using the energy from nuclear reactions to heat water	Burring plant and animal waste to create heat same as fossil fuels	Using gravitational energy of water held behind a damn to turn turbine	Using wind turbines to turn a generator	Using the suns energy to convert straight into electricity	Remains of dead plants and animals, burned to get steam to turn turbine
Advantages	Efficient, not weather dependent, no pollution	Carbon neutral, not weather dependent, easy to switch	Not weather dependent, no fuel cost, no pollution	No pollution, no fuel cost	No pollution, no fuel cost, can be installed on rooves	Efficient, not weather dependent, no new builds
Disadvantages	Will eventually run out, danger from nuclear waste	Needs lots of land for crops	Floods a huge area, expensive to build	Weather dependent, expensive to install	Weather dependent, expensive to install	Will run out, produces CO_2 which adds to global warming

Over the last few decades, we have introduced more and more renewable resources, our use of coal and oil has reduced, but our use of natural gas has increased.

Year 9 Autumn 1

Geography: Coasts

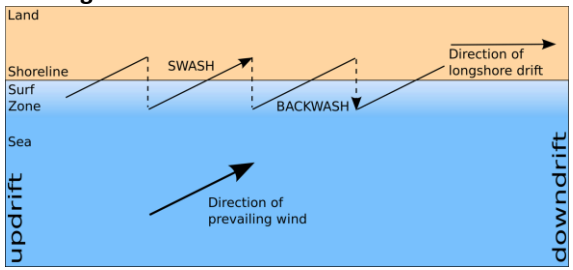
BELPER SCHOOL and Sixth Form Centre

Tier 3 vocabulary	Definition
Erosion	Rock breaking into smaller pieces.
Hydraulic action	Erosion where the force of water against the cliff traps air in cracks in the rock. The rock expands under pressure and over time the rock breaks apart.
Abrasion	Erosion where sediment eg. rocks in the sea hits against the cliffs and break rocks. It acts like sandpaper.
Attrition	Erosion where sediment in the sea hits other sediment, breaking into smaller pieces. Continued attrition = smaller, smoother pebbles and sand particles.
Solution	Erosion where chalk and limestone are dissolved into the sea.
Wave-cut platform	Narrow flat area of hard rock often found at the base of a sea cliff.
Headland	A cliff of hard rock eg. granite, limestone or chalk, that sticks into the sea and erodes slowly.
Bay	The land curves inwards because it is made from soft rock eg clay, and has eroded more quickly.
Sediment	Eroded and deposited material from a variety of sources including cliff erosion and rivers. This may be rocks or sand.
Longshore drift	How sediment is moved along the beach by the sea. The prevailing (main) wind direction pushes it in a particular direction.
Beach	A shore between the high and low water marks, made of deposited sediment.
Spit	A landform created by sediment that has been transported by longshore drift and deposited in the sea. It is a narrow beach.
Hard engineering	Coastal management using structures eg. walls.
Soft engineering	Coastal managment that is more natural eg. beach nourishment.

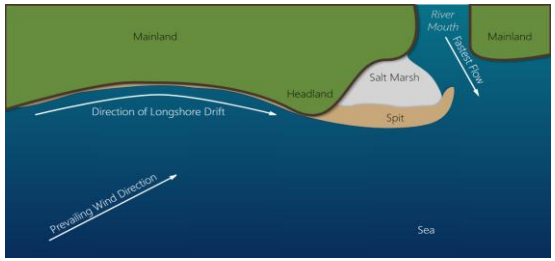
Tier 2 vocabulary	Definition
Sustainability	Meeting the needs of the present without compromising the ability of future generations to meet their own needs
Social	About people and their community eg. health and education.
Economic	About money eg. jobs and house prices.
Environmental	About our surroundings eg. animals and plants.

Section 2: New Knowledge

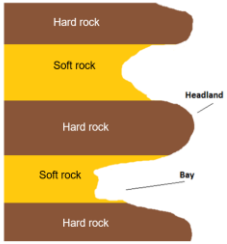
Longshore drift



Depositional features



Headlands and Bays

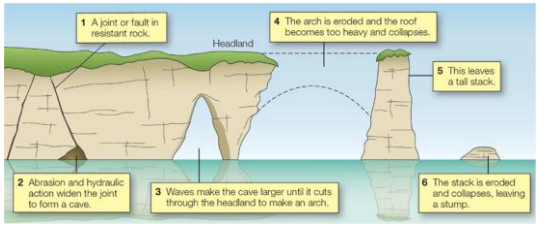


A headland is a cliff that sticks out into the sea.
A bay is an indentation in the coastline between headlands.

- The tougher hard rock (eg.granite) will erode more slowly = headlands.
- The weaker soft rock (eg.clay) will erode more quickly = bays.
- Bays are sheltered = deposition and beaches are formed.

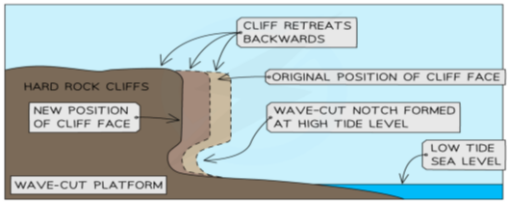
Erosional features

Caves, arches and stacks



- Erosion attacks a line of weakness in the cliff =cave.
- Continued erosion (eg. abrasion) erodes the back of the cave = arch.
- This is unstable and not supported, so collapses = stack.
- The stack is eroded from the base by the sea and weakened at the top by weathering = stump.

Wave-cut platforms



- Waves erode the base of the cliff between the high and low tide levels.
- Continued erosion eg. abrasion = wave-cut notch and overhanging cliff= becomes unstable.
- Eventually it collapses leaving a flat area of rock (wave cut platform) and the cliff retreats (moves backwards).

Coastal management

Management techniques	
Hard engineering	**Soft engineering**
Walls	Beach nourishment
Groynes	Beach reprofiling
Rock armour	Dune regeneration
Gabions	Managed retreat

Section 3: Geographical Skills

- Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast.
- Consider different viewpoints and justify decisions about coastal management.

Year 9 Autumn

History: World War One and the Rise of Dictators in Europe

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Front Line	The land nearest the enemy, where the fighting takes place
British Empire	Collection of counties under British control
Imperialism	The desire to have the best collection of countries and to be rich
Trench	Long, thin hole in the ground
Munitions	Bombs, guns, bullets; anything connected with fighting weapons
Home Front	Where events of the war had an impact in Britain.
Fascist	A person or political party with extreme right-wing views, often including racism, national and complete obedience to authority
Conscription	A law that forces all men to join the army
Shell Shock	The psychological effects of war

Tier 2 vocabulary	Definition
Militarism	The desire to have the biggest army and navy
Propaganda	Spreading information which is often false or misleading, to persuade people to support a point of view or cause.
Alliance	An agreement between two or more countries to support each other.

Section 2: New Knowledge

The First World War

August 1914-The first shot fired by a soldier in Togoland, a small German colony (now part of modern day Togo and Ghana).
November 1914- Britain and France declare war on the Ottoman Empire.
1915- Right to work march by women, to show the government their value.
April 1915- Second Battle of Ypres. Poison gas used.
January 1916- conscription introduced.
July 1916- Battle of the Somme begins.
April 1917- USA declares war on Germany.
July 1917- Battle of Passchendaele.
March 1918- Russia reaches a peace with Germany.
November 1918- Armistice signed.

The Rise of Dictatorships in Europe

November 1917- Russian Revolution Lenin and the communists take power**.**
1922- Mussolini announced he was marching to Rome to take over. He was dressed all in black. The king made him Prime Minister of Italy.
November 1923- The Munich Putsch- Hitler tried to seize power, but ended up in prison where he wrote Mein Kampf.
1924- Lenin dies and Stalin takes over in Russia.
1932- The British Union of Fascists (BUF) is formed by Oswald Mosley in Britain.
January 1933- Hitler becomes Chancellor- This meant that Hitler was now in charge.
1936- Spanish civil war starts**.**
1939- Spanish civil war ends, Franco becomes the fascist leader of Spain.
1940- BUF declared illegal and Mosley was interned for WW2

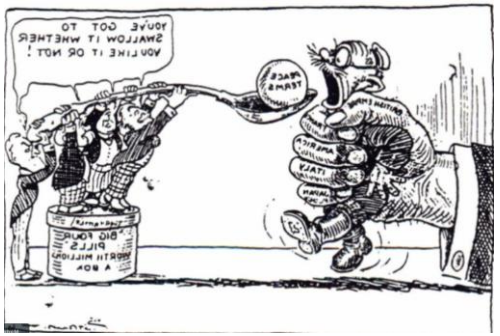
Section 3: Enquiry Questions

What was it like to be British during the First World war?

Why did dictatorships take power in Europe in the 1930's?

Section 4: Source Analysis

When analysing sources consider the following:
Content- What is happening in the picture, who are the key people, what message is it giving?
Context- What else is happening at the time?
Purpose- Why was this cartoon drawn?
Provenance- Who drew it? Who is it the audience?



Section 5: Interpretations

How and why historians and others have interpreted the same events and developments in different ways.

For example:
Some historians will argue that Hitler became Chancellor because of the Great Depression.

Other historians will argue that it was due to leadership skills.

Religious Ethics and Big Questions

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Vegetarian	Person who eats no fish or meat products.
Death Penalty	State execution as a punishment for specific crimes.
Euthanasia	Deliberate ending of the life of a person who is terminally ill, or for whom life has become unbearable due to suffering.
Abortion	The deliberate termination of a pregnancy with the intention that there should be no baby born.
Quality of life	Standard of health, comfort and happiness enjoyed by an individual; defined in terms of health and happiness rather than wealth.
Sanctity of life	The principle that human life has unconditional value.
Relative Morality	Situation ethic' morality which is dependant on the circumstances of the situation.
Absolute Morality	Unchanging moral code, giving a fixed attitude to an issue.

Tier 2 vocabulary	Definition
Morality	Sense of right and wrong.
Justice	Fairness, bringing greater equality to the lives of people.
Conscience	Human sense of right and wrong.
Compassion	Empathy for the suffering of others.
Creation	The living world: for most religions, this is considered to have been created by God.

Section 2: New Knowledge

Key Concepts

This unit explores the following:

- What is ethics? : looking at ideas around absolute and relative morality.
- Ethics in the media - are people treated ethically? With the advancement of social media and reality TV lines have become blurred in the way that we treat each other with some arguing that as a nation we are becoming unethical in our pursuit of entertainment.

Skills

Knowledge - what do you know?
Impact - how does someone's belief impact on their choices or behaviour?
Source of Authority - quotes from religious text or important people/organisations.
Specialist terms - subject specific words.
Judgement - is the point valid/invalid/strong/weak?
Opinion - considering differing points of view.

Section 3: New Knowledge

Plato's Allegory of the Cave.

- Tells the story of people living in a cave, only seeing shadows on the wall as reality.
- One person escapes and discovers the real world outside, finding it much more beautiful and true.
- This person then tries to tell the others, but they don't believe them, thinking the shadows are all there is.
- The allegory is about the difference between appearances and reality, and the importance of seeking knowledge and truth.

Year 9 Autumn 1

French: Music and other cultural events

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
Definite article	'the'- in French they use 'le', 'la', 'les' and 'l'' before a vowel.
Indefinite article	**A or an** in English, **un** (masculine) and **une** (feminine)
Verb (vb)	A word used to describe an action or a state
Adjective (adj)	Tells more about noun
Adjectival agreement	In French the adjective must agree with the noun its describing
Adverb	**Modifies a verb, adjective, or another adverb** — it tells **how, when, where, or how much** something happens
Modal verb	**Expresses necessity, possibility, permission, or ability** , is used with another verb in the infinitive
Inversion questions	Swap the subject pronoun and the verb to form a question
Intonation questions	Raise your voice at the end of a statement to ask a Q.

Questions	Translation
1. pourquoi ?	why?
2. quoi ?	what?
3. qui ?	who?
4. comment ?	how?
5. où ?	where?
6. quand ?	when?
7. est-ce que+ statement?	do(es)/ is, are ?

8. question word + est-ce que ?
e.g. pourquoi est-ce que tu es triste **?**

Section 2: Grammar

	masculine ending	feminine ending	example (M → F)
adjective	adjectives ending in SFe stay the same.		timide> timide
adjective	(general) + **e**	add **e**	petit → petite *(small)*
	⭐ When we add 'e', the SFC is no longer silent, and the ending is SFe instead.		
adjective	**-eux**	**-euse**	heureux → heureuse *(happy)*
adjective	**-l**	**-lle**	gentil → gentille
adjective	**-n**	**-nne**	bon → bonne
adjective	**-if**	**-ive**	actif → active
plural adjective	We often add –s to make adjectives agree with plural nouns. ⭐ adjectives ending in –s or –x stay the same.		e.g. les chats noirs e.g. les chats heureux

Pour and sans + infinitive
Pour means **'(in order) to'** and **sans** means **'without'.**
To say '(in order) to do something' or 'without doing something', we use pour/sans before a verb in the infinitive (long form).
Elle travaille dur **pour** réussir. She works hard (in order) to succeed.
Elle travaille dur **sans** réussir. She works hard without succeeding.
⭐ In French, sans is followed by the **infinitive** (long form).
⭐ In English, without is followed by the **-ing** form.

Saying 'we'
The pronouns **on** and **nous** both mean '***we***'.
On means '***we***' when talking about **people in general**. We can also translate it as '**people**', **you**', or '**one**'. It uses the *il/elle* verb endings.
The pronoun **nous** always means '***we***' when talking about **yourself and another person or people**.
We can also translate it as '**you and I**'. The verb ending is *-ons*

Ne…pas with two-verb structures
We add **ne…pas** around the **verb** to make a sentence **negative**.
Je vais à l'université. Je **ne** vais **pas** à l'université.
In **sentences with two verbs**, **ne…pas** surrounds the **first verb in the short form**. The **second verb in the long** (infinitive) **form** comes after **pas**.
Je vais aller à l'université. Je **ne** vais **pas** aller à l'université

Modal verbs (see over for conjugation)
to have to (must), to want, to be able to (can), to know how to (can)
Use **pouvoir (to be able/can)** for **ability** or **permission**. Use **savoir (to know how/can)** for things/skills you have **learned** to do.
Remember to use the **modal verb in the short form**. If there is a **second verb**, it must be in the **long form** (infinitive).

Adverbs
An **adverb** or **adverbial phrase** gives more information about **when, where, how often, or how** something happens. They are used to **describe verbs**.
Adverbs that tell us **how and how often** normally **come after the verb** they describe.
Il parle **souvent** à Sophie. He **often** speaks to Sophie.
Je mange **bien** au restaurant. I eat **well** at the restaurant.
Exception! *Parfois* (sometimes) and ***normalement*** (normally) can also come at the beginning of a sentence.

Adverbs that tell us **when and where** normally come **at the beginning or the end**.
Demain, je vais au parc. I am going to the park **tomorrow**.
Je vais au parc **demain**. I am going to the park **tomorrow**.
⭐ **Exception! *Aussi*** (also) can sometimes come at the end of the sentence. This is different from English.

Section 3: WAGOLL & phonics

Je m'appelle Léo et je suis étudiant. J'aime écouter de la musique moderne et chanter avec mes amis. Ma chanteuse préférée est québécoise. Elle est très intelligente et gentille. Le soir, je vais à la piscine ou je marche avec ma sœur. Nous aimons aussi regarder le ciel et parler de nos rêves. Demain, nous allons voyager en France pour visiter une vieille ville. Mon frère veut manger dans un bon restaurant. Et toi, tu préfères voyager seul ou avec ta famille ? Moi, j'aime voyager ensemble. C'est plus amusant et je peux partager de bons moments !

il faut + infinitive **&** **nous devons/on doit + infinitive**
-both mean 'it is necessary'
Il faut is a special verb form that is only used in the third person singular.
Il faut never changes form. It **does not give information about who** must do something. It is the same for one person or multiple people. It simple states that **it** is necessary to do something.

Saying 'to' and 'in'
We use the preposition **à** to talk about going **to** or being **in** a town or city.
We use the preposition **en** to talk about going **to** or being **in** a feminine country.
We use **au (à + le)** to talk about going **to** or being **in** a **masculine country.**

French phonics

e	je/le/de	**liaison with 's'**	**trois hôtels** zz
é (er/ez)	like café/ jouer/ rendez-vous	**en/an**	**enfant**
on	**on**ze/n**on**	**ou**	n**ou**s
ai	m**ai**s/j'**ai**	**u**	t**u**/b**u**
SFE	Silent Final E like petit**e**	**SFC** Shhhhh!	Silent Final Consonant like ballet

Y9 French Autumn 1 week 1
Y7 & Y8 vocab revision (Quizlet- 70 words)
Y9 French Autumn 1 week 2
Y7 & Y8 vocab revision (Quizlet- 60 words)
Y9 French Autumn 1 week 3
Y7 & Y8 vocab revision (Quizlet- 61 words)

Y9 French Autumn 1 week 4	
nous devons	we must, we have to
vous devez	you (formal/pl) must, have to
ils/elles doivent	they must,they have to
ils/elles peuvent	they can, they are able to
ils/elles savent	they know how to, knowing how to
ils/elles veulent	they want (to)
l'entreprise (f)	company
l'attitude (f)	attitude
le collègue	colleague (m)
la collègue	colleague (f)
le directeur	headteacher, manager (m.)
la directrice	headteacher, manager (f)
la piscine	swimming pool
le stage	work experience
actif	energetic (m)
active	energetic (m)
négatif	negative (m)
négative	negative (f)
positif	positive (m)
positive	positive (f)
sportif	sporty (m)
sportive	sporty (f)

Autumn 1 week 5
Revise autumn week 4 words

Autumn 1 week 6	
connaître	to be familiar with, to know
je connais	I am familiar with, I know
tu connais	you are familiar with, you know
savoir	to know how to, to know
la chanson	song
le chemin	way, path
l'endroit (m)	place, spot
les gens (mpl)	people
le groupe	group, band
québécois	from Quebec (m)
québécoise	from Quebec (f)
canadien	Canadian (m)
canadienne	Canadian (f)
le Québec	Quebec
le Canada	Canada

savoir v. connaître
'**connaître**' and '**savoir**' both mean '**to know**'.
'**connaître**' means **knowing** (being familiar with) a **person, place** or **thing.**
'**savoir**' means '**can/know how to**' when used as **a modal** before another **verb.**

Autumn 1 week 7	
mettre	to put, putting
je mets	I put, I am putting
tu mets	you put, you are putting
il/elle met	he/she puts, he/she is putting
remettre	to put back, putting back
je remets	I put back, I am putting back
tu remets	you put back, you are putting back
il/elle remet	he/she puts back, he/she is putting back
perdre	to lose, losing
la campagne	countryside
le dollar	dollar
l'habitant (m)	resident (m)
l'habitante (f)	resident (f)
la province	province
le fleuve	river
le lac	lake
la population	population
le sac	bag
jamais	never

	aller	être	vouloir	devoir	savoir	pouvoir	regular -er verbs
je	vais	suis	veux	dois	sais	peux	+e
tu	vas	es	veux	dois	sais	peux	+e
il/elle/on	va	est	veut	doit	sait	peut	+es
nous	allons	sommes	voulons	devons	savons	pouvons	+ons
vous	allez	êtes	voulez	devez	savez	pouvez	+ez
lis/elles	vont	sont	veulent	doivent	savent	peuvent	+ent

Quizlet links for revision

Year 9 Autumn 1 German: Modern lives and tall tales, everyday culture and past lives

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
Inversion	The verb in German is usually in 2nd position. If a fronted adverbial starts the sentence, the verb must switch to still be in 2nd place.
2nd person plural	2nd person is 'du'. The second person plural is 'ihr' when there is more than one 'du' you are addressing
Indirect object	Shows **to whom** or **for whom** something is done and the dative case is used. Certain verbs always take the dative case
Past participle	The form of a verb used in the **perfect tense**; for example, 'I have done'
Negation	Includes a word to show that something is not true or not the case, e.g. **nicht**, **kein**
Prefix	Letters added to the start of a word which change or slightly change its meaning
WO3 conjunction	A subordinating conjunction which causes the first verb to be sent to the end of the clause, e.g. **weil, obwohl**

Questions	Translation
1. **Spielst du Schlagzeug?**	Do you play the drums? (inf)
2. **Was spielen Sie?**	What do you play? (pol)
3. Wann beginnt ihr, zu kochen?	When are you starting to cook? (inf pl)
4. Siehst du…?	Do you see…? (inf)
5. Seht ihr…?	Do you see…? (Inf pl)
6. Was hast du früher gemacht?	What did you used to do? (inf)
7. Wann hast du das Lesen gelernt?	When did you learn to read? (inf)

Section 2: Grammar

Conjunctions vs prepositions vs question words

Conjunctions

You already know **als** can mean 'as' and 'than'. It can also mean 'when', for a one-off event in the past:

Sie hat Schimpanzen beobachtet, **als** sie in Tansania war.

*She observed chimpanzees **when** she was in Tanzania.*

But use **wenn** to mean 'when' for present and future events:

Sie trainiert hart, **wenn** sie Sport macht.

*She trains hard **when** she does sports.*

als sends the verb to the end; it is a WO3 conjunction!

Here's how to say 'before' and 'after' using the conjunctions ***bevor*** and ***nachdem***. These are also WO3 conjunctions.

Ich mache Sport, **bevor** ich in die Schule gehe.

*I do sports **before** I go to school.*

Ich spiele Keyboard, **nachdem** ich nach Hause komme.

*I play keyboard **after** I come home.*

Prepositions

Ich mache Sport **vor** der Schule. *I do sports **before** school.*

Ich spiele Keyboard **nach** der Schule. *I play keyboard **after** school.*

Question word

Use **wann** to mean 'when' for questions:

Wann hat sie den Nobelpreis gewonnen?

4 ways to say **you** in German with verb endings needed for each one

Du lernst noch Chinesisch, Mia, nicht wahr?

'you' singular

Ihr lernt dieses Jahr viel Englisch, finde ich!

'you' plural

Herr Meyer, **Sie** lernen Gitarre, ist das richtig?

'you' formal

Man lernt ab 18 Jahren in Deutschland Auto fahren.

'you' = 'people'

Order of objects in a sentence

You know the usual word order in sentences with one object :

SUBJECT	VERB	DIRECT OBJECT	
Ihr	gebt	das Geld.	*You (all) give the money.*

SUBJECT	VERB	INDIRECT OBJECT	
Wir	helfen	dem Mann.	*We help the man.*

Think: *We **give help to** the man.*

With two object nouns together, the **indirect object** always comes first.

SUBJECT	VERB	INDIRECT OBJECT	DIRECT OBJECT
Ihr	gebt	dem Mann	das Geld.
You (all)	*give*	*(to) the man*	*the money.*

Compare:
1. We give the man the money.
2. We give the money to the man.

Section 3: WAGOLL & phonics

Ich spiele seit drei Jahren Schlagzeug. Ich spiele gern für meine Familie. Heute hat meine Schwester Geburtstag. Ich backe ihr eine Torte. Wir beginnen, heute morgen um 8 Uhr zu backen. Wir feiern zu Hause, aber es gibt keine Party, weil meine Schwester sehr schüchtern ist. Bevor wir backen, muss ich ein Geschenk kaufen. Meine Mutter gibt mir das Geld!

Als ich fünf war, habe ich mit dem Lesen begonnen. Es gab viele Bücher zu Hause. Früher habe ich viel gelesen, weil die Schule nicht stressig war und ich hatte viel Zeit, aber jetzt, habe ich keine Zeit.

Ich habe oft Märchen gelesen. Bevor sie aufwacht, gibt der Prinz der Prinzessin einen Kuss. Das finde ich jetzt total altmodisch!

Negation: kein vs nicht

You know **nicht** means *not* and **kein** means *no, not a/one*.

Use **nicht** if:

- the noun is preceded by the definite article (**der, die, das, die**)

*Das ist **nicht die** Lehrerin.*

- the noun is preceded by a possessive adjective (**mein, dein, sein, ihr,…**)

*Das ist **nicht mein** Hund.*

- the noun is a proper noun (usually following **sein** or **heißen**)

*Ich heiße **nicht Julia.***

Use **kein** if:

- the noun is preceded by the indefinite article (**ein, eine, ein**)

*Ich bin **kein Auto.***

German phonics

a	**A**ngriffe	**ä**	Blätter
o	Fr**o**sch	**ö**	Fr**ö**sche
e	liebe	**er**	lieb**er**

Y9 German Autumn 1 week 1	
Y7 & Y8 vocab revision (Quizlet- 52 words)	
Y9 German Autumn 1 week 2	
ihr	you (pl. fam.), her, to her, their
ihr seid	you (pl. fam.) are (BE)
dienen	to serve, serving
erwarten	to expect, expecting
feiern	to celebrate, celebrating
sammeln	to collect, collecting
der Dienst	service, duty
das Ende	end
das Feuer	fire
der Gast	guest
das Holz	wood
woher	where...from
Y9 German Autumn 1 week 3	
Y7 & Y8 vocab revision (Quizlet- 50 words)	
Y9 German Autumn 1 week 4	
bezahlen	to pay, paying
das Fahrzeug	vehicle
die Figur	figure
der Himmel	sky
die Küste	coast
die Sonne	sun
der Staat	state (nation state)
böse	bad
bunt	colourful
hoch	high
offiziell	official
schwarz	black
hinten	at/in the back
vorne	at/to the front

Autumn 1 week 5	
Y7 & Y8 vocab revision (Quizlet- 47 words)	
Autumn 1 week 6	
beobachten	to observe, watch
entdecken	to discover, discovering
unterstützen	to support, supporting
die Bewegung	movement, motion, exercise
die Chemie	chemistry
der Forscher	researcher, explorer
der Moment	moment
der Tourist	tourist
der Wissenschaftler	scientist, scholar
historisch	historic
als	when (past), as, than
bevor	before
nachdem	after
Autumn 1 week 6	
begonnen	begun (pp)
verbracht (pp)	spent (time) (pp)
verlassen	to leave, leaving (something)
der Bund	association, federation
die DDR (Deutsche Demokratische Republik)	GDR (German Democratic Republic)
die Freiheit	freedom
die Gegenwart	present
der Krieg	war
der Unfall	accident
die Vergangenheit	past
die Zukunft	future
einzig	only
eines Tages	one day

Verbs with indirect objects

Use R2 (accusative) after **most** verbs for the object of the sentence:

SUBJECT	VERB	OBJECT	
Wir	fragen	den Gast.	*We are asking **the guest**.*

*R2 pronouns: **den** (m), **die** (f), **das** (nt), **die** (pl)*

Some verbs, however, use **indirect (R3)** object pronouns:

Ihr	antwortet	dem Gast.	*You are answering **the guest**.*

*R3 pronouns: **dem** (m), **der** (f), **dem** (nt), **den** (pl)*

Verbs with indirect objects often have the meaning of giving something to someone: e.g., thanks, help, an answer, congratulations, a service.

Perfect Tense – past participles

German past participles of strong verbs usually end in **–en**. They form the perfect tense with ***haben*** for most verbs and ***sein*** for movement verbs:

fahren — **ge** + stem + **en** — Ich bin oft gefahren.

*I **have travelled** often/ I **travelled** a lot.*

Here are a few more patterns:

bleiben — **ge** + [ei] → [ie] + **en** — Du bist hier geblieben.

*You **have stayed**/ you **stayed** here.*

finden — **ge** + [i] → [u] + **en** — Sie hat es toll gefunden.

*She **has found**/ she **found** it great.*

sprechen — **ge** + [i(e)] → [o] + **en** — Wir haben Deutsch gesprochen.

*We **have spoken**/ **spoke** German.*

Verbs that start with prefixes **ver**- and **ent**- do not add **ge**-:

vergessen — **ver-/ent-** + stem + **en** — Sie haben vergessen.

*They **have forgotten**/ they **forgot**.*

Quizlet links for revision

Year 9 Autumn

Computing: Mastering Python

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Algorithm	A series of simple, logical, step-by-step instructions that must be followed in a strict sequence.
Sequencing	When a set of instructions is carried out in order.
Variable	A storage location in a computer.
Data type	Different types of data are stored in variables: strings, integers, float, Boolean.
String	A data type consisting of alphanumeric characters; e.g. "Hello", "%$&*" and "12345".
Integer	A data type consisting of whole numbers; e.g. 1, 10 and -100.
Floating point number	Also known as a real number. A data type consisting of numbers with decimal point; e.g. 2.3, 5.44 and 10.9.
Selection	Used when making a decision. It involves asking a question to which the answer is either true (yes) or false (no). Depending on the answer, the program follows certain steps and ignore others.
Iteration / loop	When a set of instructions is repeated, also referred to as a loop.
Concatenation	Lets you combine two or more strings or inputs in an output.
if statement	Allows selection in a computer program. Used to decide what to do next if a condition is True.
else statement	Used with if statements to check several conditions in a row.
elif statement	Short for 'else if' and used with if statements and else statements to check several different conditions in a row.
for loop	A type of loop used when we know how many times we want to do something.
while loop	Used when we are unsure how many times we wish to carry out a repeated task.

Tier 2 vocabulary	Definition
Execute	To run a program. Select Run then Run Module OR press the F5 button.
Condition	Used to make decisions in a program.
Process	All modern computers function of the idea of input - process - output.
Syntax	The format that the code needs to be in.

Section 2: New Knowledge/Skills

print statement - allows you to display text.

```
print ("Hello World!")
print ("I am a programmer")
```

input statements - using input ( ) we can ask a user to input information.

```
name = input("Enter your first name: ")
print ("Hello")
print (name)
print ("Pleased to meet you.")
```

Entering an **integer**.

```
number = int(input("Enter a number"))
```

Concatenation

```
userName = input ("What is your name?")
print ("Hello!  " +userName)
```

IF statements - used to select different options depending on a condition (also known as **selection**).

```
realPassword = "computer"
userPassword = input("Please enter the password:  ")
if userPassword == realPassword:
   print ("The password is correct. ")
else:
   print("Wrong password. ")
```

```
number = int(input("Enter a number between -5 and 5"))
if number > 0:
   print ("Your number is positive")
elif number < 0:
   print ("Your number is negative")
else:
   print ("Your number is 0")
```

Section 3: Other subject specific content

Naming variables: e.g. userName is a **variable**.

- Choose a recognisable name.
- Start with a letter NOT a number.
- Can contain letters, numbers and the underscore symbol (_)
- Variables are case sensitive (name, Name, NAME)

Indexing strings - Each individual character in a string can be given a index value. The first character in the string is given the index value 0. The table represents a string stored in the variable **programName**.

p	y	t	h	o	n
0	1	2	3	4	5

Adding a random element to your program

```
import random
number = random.randint(1,10)
print (number)
```

Comments - (#) an explanation or annotation in the code of a program. They make the source code easier for humans to understand, and are generally ignored by the computer.

Syntax errors

```
Traceback (most recent call last):
   File "C:/Python33/a.py", line 2 in <module>
# Above - it says the line the error is on.
    prin (greeting)
NameError: name 'prin' is not defined
#Above - it says what type of error.
```

Don't forget about checking for errors

Common errors include:
- Not indenting correctly, or forgetting to indent.
- Forgetting the colon (:) at the end of a line for selection.
- Incorrect spellings - imput instead of input, Print instead of print.
- Misspelt variable names e.g. username instead of userName.
- Forgetting the quotes at the end of strings.
- Forgetting the bracket at the end of a function.

Year 9 Autumn

Physical Education: Invasion Games

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

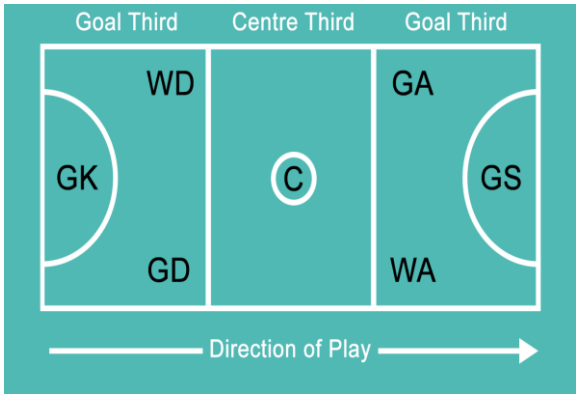
Tier 3 vocabulary	Definition
Formation	The way players are positioned or arranged on the pitch or court.
Full Court/Half Court Press	A method of marking in Basketball.
Man to Man or Person to Person	A method of marking in many invasion games where you are responsible for marking an individual player.
Zonal Marking or Zone Defence	Marking a particular space or area and being responsible for anyone that enters it.
Counter-Attack or Fast Break	This is when possession suddenly changes and the team that now has the ball attacks quickly before the opposition can get organised.
Position or Role	Your job on the team.

Tier 2 Vocabulary	Definition
Attack or Offence	The team with the ball is the attacking team or 'on offence'.
Defend or Defence	The team without the ball is defending or 'on defence'.
Midfield or Link Player	A player on a team who helps the defensive players and attacking players join up.
Zone	An area of the court or pitch.
Width	Using the wide areas on a court or pitch to stretch the defenders and create space.
Depth	Having players available to pass to both in front and behind as an outlet.

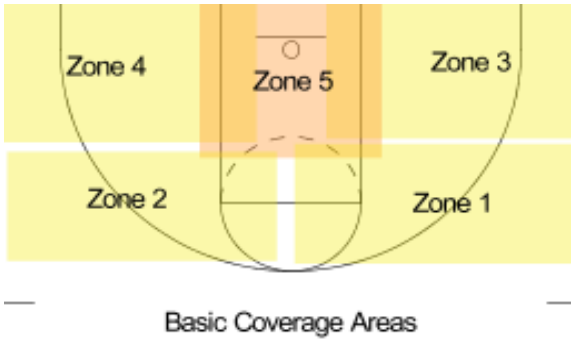
Section 2: Tactics, Positions and Competitive Play in Court Based Invasion Games

In all invasion games there are players who perform specialist roles or positions, they are then grouped into formations. Formations help the team to be organised and may differ depending on if you are attacking or defending.

Netball Roles & Positions



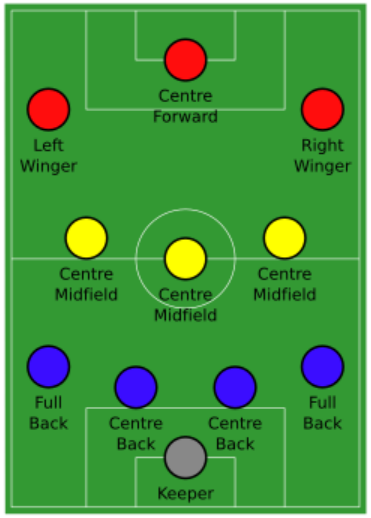
Basketball Zone Defence



In Netball the players must play in rigid positions and stay within their zone (determined by lettering on their bib). They will normally mark the same player such as the GK marking the GS or the C marking the opposite C. In Basketball we can use a full or half court press to mark the opposition, or could use zonal marking 'zone defence' in which we mark space around the key, preventing easy baskets and forcing longer shots.

Section 3: Tactics, Positions and Competitive Play in Field/Pitch Based Invasion Games

Football 4-3-3 Formation



In a football team players can be arranged into certain positions are layouts known as a formation. The formation can be changed based on the strengths of your team or according to the strengths or weaknesses of the opposition. In football we tend to have defensive players, attacking players and midfield players to link them together.
In Rugby, the backs stay in formation behind the forwards, waiting for the ball to come to them and then passing along the diagonal line. The scrum half acts as the link player between the forwards and the backs.

Rugby Union Formation

Year 9 Autumn — Physical Education: Gymnastics & Net Games

BELPER SCHOOL and Sixth Form Centre

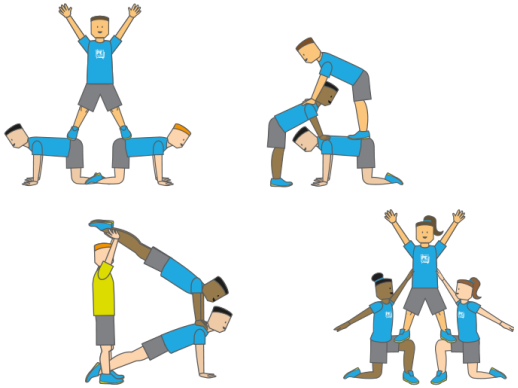
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Counter-Balance	When two or more gymnasts use their bodyweight to counteract each other. Leaning onto or into each other.
Counter-Tension	When two or more gymnasts use opposing forces to support each other. Leaning away from or pulling on each other
Weight Baring	When two or more gymnasts wholly or partially support the weight of another gymnast.
Aesthetics	The visual appeal of something. In gymnastics all movements should be aesthetically pleasing.
Set	A skill used in volleyball to pass the ball.
Dig	A skill used in volleyball to prevent the ball hitting the floor and chip it up.
Tactics	Something you use in competitive sport to gain an edge or advantage over an opponent.
Tier 2 Vocabulary	**Definition**
Partner	Working with 1 other person.
Group	Working together with several people.
Opponent	The person or people you are playing against and trying to beat.
Backhand	In racket sports the backhand of the racket is the opposite side to the palm and is often seen as the weak side.
Pressure	Putting an opponent into a difficult situation to expose a weakness or force a mistake.

Section 2: Gymnastics Group Sequences

Partner Balances

Group Balances



Partner and Group Balances are more complex than single balances and will normally display elements of counter-balance, counter-tension and weight baring. The challenge is to maintain the aesthetics using TEC.

Group Sequences

In a group sequence there are greater opportunities to vary speed, level and direction. You can also work in cannon, mirror or unison. The sequence above shows 3 different uses of level, as well as use of mirror. Working out your travel or transitional movements in group sequences is also more complicated but brings with it many opportunities to demonstrate gymnastic skills.

Section 3: Net Games Tactics & Volleyball Basic Skills

Badminton & Table Tennis Tactics

In net games there are a number of simple tactics we can use to put our opponents under pressure. If your opponent has dropped back you could hit a shorter shot, if they have moved to the left side you could hit it to the right side. In the photo above the shuttle has been hit between the players to cause confusion. Both players are also being forced to use their backhand, which is often the weak side for most players.

Volleyball Set

In volleyball, the set is used if the ball arrives above head height and is used as a pass to set up a teammate with an attacking shot. Elbows out, fingers in and push the ball up high. The more height, the more time you have between shots.

Volleyball Dig

The dig is used as a defensive shot if the ball arrives below head height. The idea is to chip the ball up high so that a teammate can follow up with a set. The dig is played with the forearms, not the hands. The arms should be locked straight and extension at the knees along with the shoulders is used for power.

Year 9 Autumn

Physical Education: Fitness & Sports Leadership

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Training Plan	Organising your training objectives and how to achieve them in advance.
Calisthenics	Exercises that use the body and your own bodyweight.
Ambassador	A person who represents or promotes something by raising awareness.
Station	A point on a circuit training plan where you perform a given exercise.
Self-Management	Taking responsibility for yourself and your own organisation.
Self-Belief	Having the confidence in yourself to achieve things and try things.
Behaviours	Actions that allow you to demonstrate your leadership skills.

Tier 2 Vocabulary	Definition
Strength	Something we are good at or that gives us an advantage in sport
Weakness	Something we are less good at and need to work on that puts us at a disadvantage in sport.
Leadership	Taking charge or being responsible for something.
Communication	Interacting with other people in a verbal or non-verbal way.
Teamwork	Working collaboratively in a group.
Problem Solving	Being able to work through issues as they arise and as you go.

Section 2: Fitness Training Plan

Strengths & Weaknesses

After we carry out fitness testing, we can establish what our strengths and weaknesses are. Once we have identified our weaknesses we can decide on an appropriate training method to improve them. Certain sports need you to have particular components of fitness to be successful. For example, the Handball player above requires speed, agility and coordination to be successful and will need to work on them in training.

Training Plan

Circuit training can be planned just like in the picture opposite, with different exercises performed at each station. The circuit shown in the picture uses calisthenics (body weight exercises), but the great thing about circuit training is you can adapt it to train anything you like and add equipment or even work on sports based skills.

Section 3: Sports Leadership Skills

The 'Your Time' Sports Leadership programme aims to create sports ambassadors within school who will promote competitive sport for girls.

Sports Leadership Skills

Leadership skills are a vital tool in order to make your leadership more effective. Communication helps you to engage and interact with your group. Self-belief allows you to have the confidence to try things and put yourself up in front of other people. Teamwork allows you to work with other Sports Leaders collaboratively on larger projects and events. Self-management allows you to be an organised and independent person, taking responsibility for your actions and Problem Solving allows you to react to changing circumstances and overcome them as this happens a lot in sport. For each of the leadership skills there are associated behaviours.

Year 9 Autumn 1

Art: Insects

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Critically	Doing something in a way that involves analysis of the merits and faults of something.
Enquiry	The study of something in a way that enhances understanding.
Flora and Fauna	Plant and animal life.
Gouache	Opaque watercolour paint.
Invertebrate	Animal without a backbone.
Iridescent	Featuring bright colour that changes depending on the viewing angle.
Kaleidoscopic	Having a complex pattern that multiplies the appearance of symmetry, similar to the way the children's toy the kaleidoscope works.

Tier 2 vocabulary	Definition
Assumption	Something a person believes to be true without good evidence or proof.
Controversial	Causing disagreement and fierce discussion.
Illustrator	An artist that produces work for a commercial purpose, e.g. as part of a graphic layout.
Symmetry	Displaying self-similarity through reflection or rotation.
Watercolour	Art medium that uses pigment suspended in a water soluble binder, such as gum Arabic.

Section 2: Illustrating nature, questioning ideas

Ernst Haeckel was a German biologist and artist. Haeckel drew from direct observation of samples of plant and animal life that he had collected himself, revealing detail that was previously unseen or overlooked. Haeckel used pencil, pen and watercolour to produce his intricate illustrations of flora and fauna. His often richly coloured illustrations reveal symmetrical invertebrate body structures. His carefully observed illustrations straddle the line between art and science.

Haeckel made valuable contributions to science and art, but some of his views, particularly those about human races, were based on false assumptions. These assumptions are now considered scientifically incorrect. This reminds us that it is important to critically evaluate historical figures, and to understand how ideas evolve over time.

While Ernst Haeckel took a highly detailed approach to illustrating insects and other small animals, focussing on scientific inquiry, other artists have taken a more fanciful or playful approach.

Left: By Ernst Haeckel

Below: by Damien Hirst

In his 'Entomology' series, Damien Hirst has used actual insect bodies to create assemblages. Presented as kaleidoscopically arranged specimens on flat boards, the iridescent, jewel-like bodies of exotic beetles and other invertebrates glimmer under a thick protective layer of varnish. Damien Hirst creates provocative and sometimes controversial art, and some people question the ethics of using real insects and other animals as part of a work of art.

Section 3: Artists and techniques

Lucy Arnold combines multiple individual illustrations of insects in a variety of ways. These range from insects carefully arranged in symmetries very similar to Damien Hirst's Entomology works, to chaotic overlapping insect bodies that vie for attention and bustle with colour and energy. Arnold works in a wide variety of media, but is known foremost as a painter.

Above: by Lucy Arnold

Left: by Caroline Kaufmann

Caroline Kaufman's insects look plausible at first glance, but closer inspection reveals asymmetrical geometric patterns that defy nature. These playful creations embellish the natural forms and symmetry of insects with surface patterns more often seen in clothing. Kaufmann is a textile artist, but has created this series of insects using gouache on paper.

Year 9: Autumn 1

Music: Mastering Performance (Film Music)

BELPER SCHOOL and Sixth Form Centre

Section 1: Key VocabularyS

Tier 3 vocabulary	Definition
Leitmotif	A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation.
Diagetic Music	Music within the film for both the characters and audience to hear e.g. a car radio, a band in a nightclub or sound effects.
Non-diagetic Music	Music which is put "over the top" of the action of a film for the audience's benefit and which the characters within a film can't hear – also known as UNDERSCORE or INCIDENTAL MUSIC.
Mickey Mousing	When the music fits precisely with a specific part of the action in a film e.g. cartoons.
Ostinato	A repeated music pattern.
Drone	A long held note.

Tier 2 vocabulary	Definition
Soundtrack	The music and sound recorded on a motion-picture film.
Melody	A combination of pitch and rhythm. Often the main tune.
Rhythm	A combination of different note values to create a pattern.
Notation	Written symbols used to represent the notes on the stave.
Composition	The creation of music.

Section 2: New Knowledge/Skills

The purpose of music in films

Film Music is a type of **descriptive music** that represents a **mood, story, scene or character** through music, it is designed to **support the action and emotions of the film on screen.**

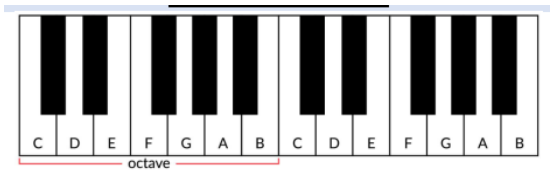
Film Music can be used to:

- Create or enhance a mood (though the **MAD T SHIRT keywords**).
- Function as a **leitmotif.**
- To emphasize a gesture.
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **soundtrack**) – sometimes a song, usually a pop song is used as a **theme song** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').

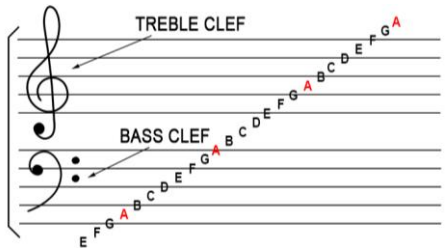
Leitmotif

Leitmotifs a short, recurring melodic of harmonic ideas that are associated with a character, event, concert, idea, object or situation.

What is a leitmotif – 4 ways to tell a story with music



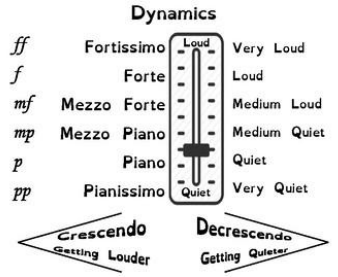
Section 3: Other/Previous Knowledge/Skills



Expression

To play with expression means to perform more than just the notes on the stave. It refers to the art of varying the dynamics or speed of the music to give a personal response to the music. By adding expression to music we are effectively adding 'meaning' to what we play.

We can consider musical elements such as **dynamics** (volume) or **tempo** (speed) when we perform.



Year 9 Autumn 1

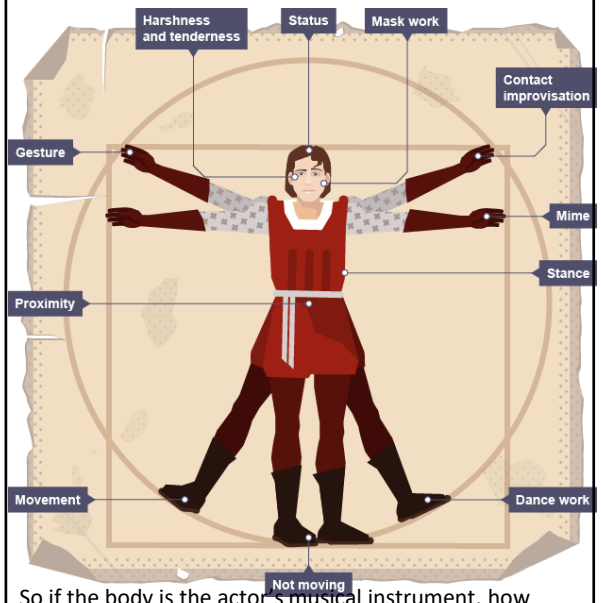
Drama: Gangs

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Choreographed Movement	Movement which is choreographed is likely to be stylised, rehearsed and carefully sequenced.
Physical Theatre	Physical theatre shows that you don't have to use words to express ideas. It uses techniques such as movement, mime, gesture and dance and can be used to explore complex social and cultural issues.
Direct Address	Direct address in drama refers to a character speaking directly to his or her audience rather than talking to other actors or simply leaving them thinking.
Proxemics	Proxemics is the use of space/distance between characters on stage. This can represent the relationship between characters.
Improvisation	Improvising is inventing and creating content, sometimes spontaneously. It's a great way to generate new ideas and for creating and developing characters, using a variety of useful techniques.

Tier 2 vocabulary	Definition
Hierarchy	A hierarchy is a system of organising people into different ranks or levels of importance, for example in society or in a company.
Gang Dynamics	This behavior often manifests itself in most or all of the gang's members, especially when they are together. This behavior can be explained as 'group dynamics,' which is essentially the way individuals behave when they are part of a group. The behavior can become extreme.

Section 2: Physical Theatre



So if the body is the actor's musical instrument, how can you produce the music of Physical theatre?

Mime – This usually means stylised movement but can be comparatively realistic.

Gesture – A gesture may be something small but can have emotional impact or it can be a particular movement that defines a character.

Status – This may be executed by use of levels or by distance or strength of contact, or a combination of all of these with voice work.

Proximity – How close or far you are from your co-performers can be a source of very powerful impact. For example, the threatening gangster who speaks to his victim from a distance of perhaps a couple of inches.

Stance – This is associated with strength as the body could radiate assertion and authority or weakness by stance, incorporating posture.

Harshness and tenderness - Used here as umbrella terms to focus on the fact that in physical work the gestures and bigger movements come together to express the emotions of the piece.

Section 3: Physical Theatre Continued

Movement - Every movement needs to be rehearsed with precision.

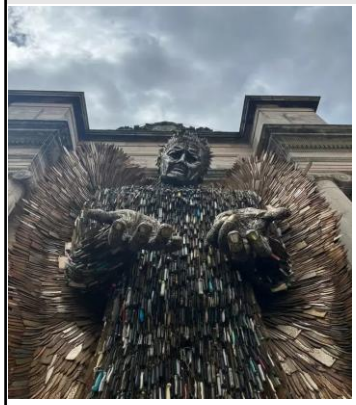
Not moving – If the stage is full of characters moving, immobility can have a powerful effect.

Mask work - The impact of a mask is visual and without the facial features to show action, movement becomes an even more central performance instrument.

Dance work – Don't be afraid to include dance in your work; you don't have to be an experienced dancer. 'Dad dancing' can work well in a comedy for instance!

Motif – This is repeated use of a movement pattern which has meaning and reminds us of the central theme of the work.

Gangs and Knife Crime



Follow the QR Code to learn about the Knife Angel.

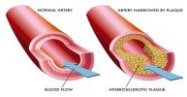
Links to prior knowledge: Physical theatre and non-naturalistic techniques – Bullying. Status and hierarchy – Bullying.

D&T FOOD: Nutrition and Diet

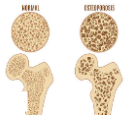
Tier 3 vocabulary	Definition
Macronutrients **Vs** **Micronutrients**	The nutrients needed in larger quantities within the diet. Carbohydrates, proteins and fats. The nutrients needed in smaller quantities within the diet. Vitamins and minerals.
Deficiency disease	A health issue related to a lack of one or more nutrients in the diet. E.g. Kwashiorkor, Rickets and Anaemia.
Dietician	An individual who promotes good dietary health and treats nutritional problems by providing practical advice about food choices, based on scientific research.
Complex/Starchy Carbohydrates vs Simple/Sugary Carbohydrates	These should make up the majority of a person's carbohydrate intake. Providing slow-release energy. These should be consumed as a smaller proportion of the carbohydrate intake. Providing fast-release energy.
Proteins	A nutrient provided by meat, fish, diary, nuts. Peas, beans and lentils. Protein is required for growth and repair.
Saturated Fat **vs** **Unsaturated Fat**	A unhealthier type of fat which can be linked to higher risk of obesity, CHD and type II diabetes if consumed in larger quantities. Predominantly from animal sources. A type of fat containing a high proportion of fatty acid molecules with at least one double bond, considered to be healthier than saturated fat. Predominantly from plant sources.
Dietary recommendations	The daily nutritional requirements of individuals that vary depending on a number of factors including age, physical activity level, sex & body size.

Tier 2 vocabulary	Definition
Obesity	The state of being grossly overweight.
Symptom	a physical or mental feature which is regarded as indicating a condition of disease
Disease	a disorder of structure or function in a human, animal, or plant, especially one that has a known cause and a distinctive group of symptoms, signs, or anatomical changes.
Diet	the regularly consumed food and drink of an individual.
Dehydration	when your body does not have as much water as it needs.

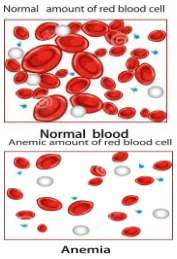
Section 2: New Knowledge



The picture to the left shows Atheroma, which is where plaque build up in the arteries and causes the walls to harden. The happens a result of a high fat and salt diet.



The picture to the left shows a health bone scan (left) and a bone with osteoporosis (right). The bone has lost density and is more brittle. This naturally happen in old age, but can occur earlier due to lack of vitamin D & calcium.



The picture to the left shows a normal red blood count (Top) and the red blood count of someone suffering from Anaemia (bottom). There are less red blood cells and they are deformed. This occurs when someone is deficient in the mineral iron.

Section 3: Food & Nutrition Skills

We use temperature probes a lot this project. The probe is used to check the core temperature of meat. The probe should reach 75C for 30 seconds or 80C for 15 seconds. It is important the probe is inserted into the centre where the meat is thickest.

Corn starch can be used to thicken sauces such as gravies and stir fry sauces. Before adding to a sauce, the cornstarch much be mixed with liquid to form a paste. If added directly, lumps can form.

Breadcrumbing/coating Ingredients such as chicken, halloumi and fish can be coated. The process starts with coating the protein in plain flour, then beaten egg and then finally breadcrumbs. This process has a high risk of contamination.

Year 9 Rotation 1

D&T TEXTILES: Upcycle This

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Aesthetics	What a product looks like, Colour, shape, style etc
Components	Anything in the textile product that is not made of fabric. Eg. Zip, button, press stud
Embellishment	The application of stitching, trimmings, threads, braid, ribbons and beads to decorate a fabric or textile.
Pattern	Paper templates that show the shape of the fabric pieces that must be cut out to make a product
Context	The setting for an event, statement, or idea.
Couching	The process used to secure threads, fibres or yarns to a surface using hand stitching or embroidery.

Tier 2 vocabulary	Definition
Form	The shape, aesthetics. What something looks like.
Function	How well does the product perform the job it was designed to do?
Customer	Who will use your product? What Are their needs, interests etc
Evaluation	Making a judgment about a product or design

Section 2: Skills

Surface Decoration

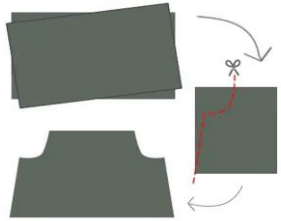
You have worked with many different types of surface decoration in your previous textile projects. In this project you will need to pick the most relevant ones to your design:

- Stencil
- Applique
- Block printing
- Embroidery
- Cross stitch
- Buttons/beads/sequins
- Fabric crayons
- Digital Fabric design and printing

You have also learned how to create patterns/templates and sew a zip in amongst other things! Can you explain how each of these processes work? Can you decide which are the most appropriate to use in your design?

Upcycling

Upcycling is taking an old garment and making it into something new. Often this is a garment that might be destined for landfill.
You can add decorations to hide holes or stains. Combine garments, take the sleeves from one top and sew them onto another. Or completely remake some thing ie. take an old pillowcase and make it into a top.



Section 3: Knowledge

Textiles and the Environment

Of all industries textiles is the second most pollutant. As designers and consumers we have a responsibility to be aware of the impact it has.

As designers we should consider the environment when picking the materials we will use to make our designs. For example considering using recycled materials, or sustainably produced fabrics.

FAST FASHION has led to a huge increase in the amount of textiles that end up in landfill. There is also the impact of the MANUFACTURE and CARE of the garments during their life. As consumers we have a responsibility to consider the impact our purchases have on the environment.

Some facts to consider:

*2,700l of water is needed to produce 1 t-shirt. This is equivalent to enough drinking water for one person for 2.5 years.

*10% of all greenhouse gases are produced by textile production.

*0.5million tonnes of MICROFIBRES are released into the oceans each year as a result of washing SYNTHETIC textiles.

The 6 R's

Whilst we are all quite familiar with the idea of recycling materials there actually 6 different 'R' words that we can use to consider our impact on the environment.
This is a list of 6 different guidelines that people can use to help them reduce their impact on the environment. These words can be applied by the designer when the they are creating new products or the consider who is looking to decide what to do with a ripped t-shirt!

REDUCE
RECYCLE
REFUSE
RETHINK
REUSE
REPAIR

Year 9 Rotation 1 D&T Product Design – Mood Lighting Clock

BELPER SCHOOL and Sixth Form Centre

Section 1: - Key Vocabulary

Tier 3 Vocabulary

Biscuit Joint	Small oval shaped piece of wood used to join two sections of larger wood together
Light Dependant Resistor	LDR – A resistor which changes it's ability to resist the flow of electricity based on the light level
Pillar Drill	A machine drill used to accurately drill holes in wood, metal and plastic
Printed Circuit Board	PCB – Plastic board which is printed with copper track and soldering pads, used to link electronic components together

Tier 2 Vocabulary

Cost	Details about the cost of materials, manufacture, and retail price of a product
Aesthetic	What the theme, colour scheme and look of a product
Function	What a product is intended to do and how
Ergonomic	Detailed about how easy it is to interact with a product, including how it feels
Quality	How well a product is made, and how it effects the durability and material choice
User	How is the intended target market of the product.
Environment	How does your product effect the environment, from raw materials to end of life

Section 2: Skills

Soldering	Being able to solder 'on and off board' components based on a schematic diagram independently Soldered joints should be neat, use the correct amount of solder, they should be shiny to avoid 'dry joints', with errors being independently identified and repaired.
Biscuit Joint	Mark out joints, then uses a biscuit jointer under close supervision to joint join 2 panels of wood
Pillar Drill	Set up, including the changing the drill bit, to cut small and large diameter holes in wood to a fixed depth and through cut
2D design software	Use CAD software create a themed design, considering suitable and secure location of the PCB, power, and the inputs & outputs
Application of laser cutting	Understand the set up requirement needed to laser cut and engrave materials, including the use of colour to define cut type, and power/speed setting requirements for different materials
Product Assembly	Create a high quality, fully functioning, electronic product from a collection of parts. Including the use of glues and fixing techniques
Health and Safety	Consistently use a wide range of tools and equipment safety, always using the correct PPE

Section 4:- WAGOLL

Section 3:- New Knowledge

Product Analysis and Evaluation

- Complete an in depth evaluation of your own completed practical work, and a similar commercial product using the common evaluation techniques, including CAFEQUE and LCA

Design Theme Research

- Develop your knowledge of a well known designer or design house, being able to explain their style and ethos. Apply this design style to a product


PlaySam

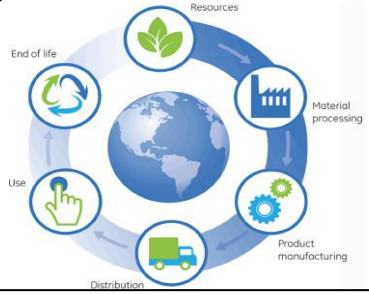

Alessi


Memphis


De Stijl

Life Cycle Assessment

Understand the concept of LCA and how it applies to every stage of a products life.
Apply the concept to your product during the evaluation.



Risk Assessment

- Understand the meaning off, and difference between a hazard and a risk.
- Identify people at risk and control measures which can be put into place to make an activity safer
- Complete a formal risk assessment for skills/tools/machines which are used to make the clock project

Processes

Be able to explain the competent safe use of the following machines using annotation and sketches.

- Pillar Drill
- Biscuit Jointer
- Strip Heater/Line Bender

Year 9 Autumn 1

PSHE: BE BELPER

Section 1: Key Vocabulary	
Vocabulary	Definition
Curious	Interested in learning about people or things around you
Involved	To take part in or become involved in an activity
Respectful	Politeness, honour, and care shown towards someone or something that is considered important
Kind	Generous, helpful, and thinking about other people's feelings
Resilient	An ability to recover from or adjust easily to change
Brave	Having or showing mental or moral strength to face danger, fear, or difficulty : having or showing courage
Confident	Being certain of your abilities
Proud	Feeling pleasure and satisfaction because you or people connected with you have done or got something good

BE THE BEST VERSION OF YOURSELF

Being the best version of yourself in Belper school means showing respect to teachers, students, and school rules. It also involves being kind, curious and resilient. Remember, everyone has strengths and areas they can improve on. By working hard and staying positive, you can strive to be the best version of yourself every day!

What are our Be Belper values and expectations within our school and wider community?

BE CURIOUS

Curiosity is when you have a strong desire to know or learn something. In Belper school, being curious means asking questions, exploring new ideas, and seeking answers. It helps you understand the world around you and makes learning more exciting and engaging.

BE RESPECTFUL

Respect is essential in Belper school as it creates a positive learning environment. It shows consideration for others' feelings and opinions, fostering a sense of community and cooperation. Respect helps to promote an atmosphere where everyone feels valued and safe. By respecting teachers, students, and school property, students contribute to a respectful school culture that enhances their overall development and well-being.

BE RESILIENT

Resilience is the ability to bounce back from challenges and setbacks. In Belper school, being resilient means staying positive, persevering through difficulties, and learning from mistakes. It's important because it helps us cope with stress, improve our problem-solving skills, and achieve our goals.

BE CONFIDENT

Confidence in Belper school means believing in your abilities and being comfortable in your own skin. You can show confidence by speaking up in class, asking questions, and participating in activities with enthusiasm. Confident students are not afraid to make mistakes and learn from them, they believe in themselves and their potential to succeed in their studies and interactions with others.

What are our Be Belper values and expectations within our school and wider community?

BE INVOLVED

Getting involved in Belper school means actively participating in school activities such as clubs, sports teams, and student councils. It also involves helping out in the school community, attending events, and supporting fellow students.

BE KIND

Being kind in Belper school is crucial for creating a positive and supportive environment where everyone feels valued and respected. Kindness helps to build strong relationships, improve teamwork, and enhance overall well-being. In Belper school, kindness promotes inclusivity, reduces bullying, and fosters a culture of empathy and compassion amongst students and staff members.

BE BRAVE

Being brave in Belper school means facing challenges, standing up for yourself and others, and trying new things. It can be speaking out in class, standing up to bullies, or taking on difficult tasks with confidence. Showing bravery can help you grow as a person and earn respect from others. In school, being brave is about being courageous in different situations.

BE PROUD

Showing pride in Belper school means being a positive representative of the school community. This includes following school rules, participating in activities, supporting classmates, and taking care of the school environment, one way of doing this is by picking up any litter if you see any.

Oracy

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Register	A variety of language determined by formality, vocabulary, pronunciation and syntax.
Turn taking	The coordinated way participants alternate speaking roles, ensuring that one person speaks while others listen, and then the speaking role transitions to someone else
Articulate	The ability to express oneself clearly and effectively, or to pronounce words clearly.
Rhetoric	The art of using language effectively, especially in persuasive speaking or writing.

Tier 2 vocabulary	Definition
Instigate	Present an idea or open up a new line of enquiry
Probe	Dig deeper, ask for evidence or justification of ideas
Challenge	Disagree or present an alternative argument
Clarify	Asking questions to make things clearer and check your understanding
Summarise	Identify and recap the main ideas
Build	Develop, add to or elaborate on an idea

Section 2: The 4 Strands of Oracy You Will Cover

Physical

This is how you use your voice and body Language to communicate and can include the pace or tempo of how you talk, the tone of voice, voice projection, posture, facial expression and eye contact.

Linguistic

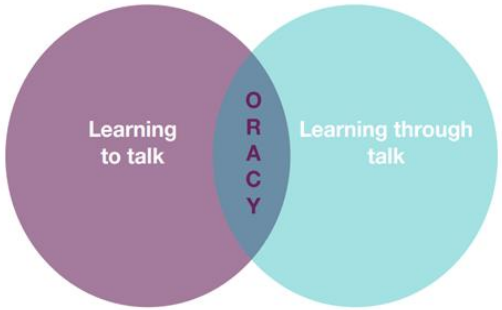
This how you use appropriate vocabulary choices, register, grammar, and rhetorical techniques such as questions and humour.

Cognitive

This is about the choice of content you select to present meaning to an audience. It is about how you structure and organise your talk to engage your audience. Added to that it is seeking clarification through questioning, while maintaining focus and managing time.

Social and Emotional

This is about working with others, guiding or managing interactions through turn-taking. It is about listening actively and responding appropriately. Added to that it is about confidence in speaking, self assurance and being aware of what your audience may or may not know.



Section 3: Student agreement for oracy

In order for all students to get the most from oracy lessons and activities we should always:

- Be respectful at all times
- Be supportive of others
- Consider how what you say may impact others around you
- If you disagree, make sure you do so with respect
- Actively listen
- Observe the rules of turn taking
- Be curious
- Be confident to have your opinion heard

Types of talk

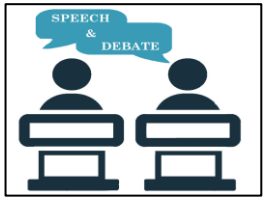
Exploratory talk

A type of talk where participants critically and constructively engage with each other's ideas, often involving questioning and reasoning.

Presentational talk

Includes speeches, presentations, and other forms of one-way communication.

Debate Talk



A structured discussion with opposing viewpoints, aiming to persuade an audience or reach a conclusion.

Instructional Talk

Used to teach or explain something, often involving a teacher or expert imparting knowledge or skills.

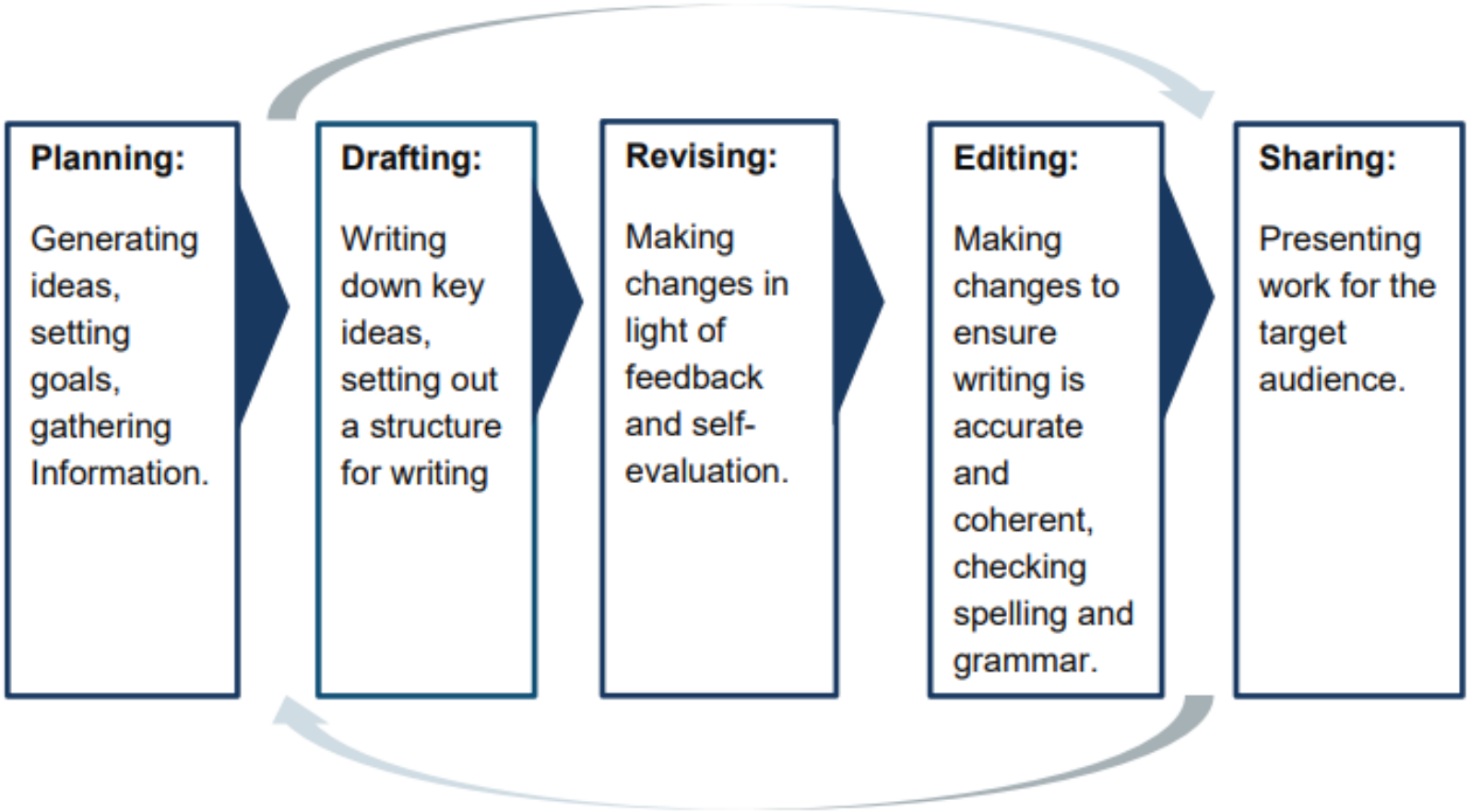
Oracy

Section 3: Talking Roles You Will Take:	
Instigator	
	The person who starts the discussion might say: 'I would like to start by saying… 'I think the first thing we should consider is…' 'To begin with let's talk about…'
Builder	
	The person who build or develops, adds to or runs with an idea might say: 'I agree and I would like to add…' 'Linking to your point I would suggest…' 'Building on that idea…'
Challenger	
	The person who disagrees or presents an alternative argument might say: 'That is true but have you considered…' 'I respect your viewpoint but what about…' 'I hear what you are saying but …'
Clarifier	
	The person who clarifies makes things clearer and simplifies ideas by asking questions might say: 'What do you mean when you say…' 'Could you tell me more about that…' 'Does that mean that…'
Prober	
	This person digs deeper into the argument, asks for evidence or justification of ideas might say: 'What evidence do you have to support that?' 'How does that support your argument?' 'How did you come to that conclusion?'
Summariser	
	This person presents reflections on the discussion and may offer a conclusion or balanced assessment of the main point and may say: ''Overall, the main points covered were…' 'In summary…' 'To round up what has been discussed…'

The Writing Process

When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

Think more clearly **Organise our thoughts** **Spot mistakes** **Write with purpose**



Strong writing doesn't happen by accident—it comes from thinking, crafting, and shaping your ideas over time. **Writing is thinking made visible.** The more we follow the process, the more confident and skilled we become.

Extra-Curricular Clubs - Lunch

Monday	Tuesday	Wednesday	Thursday	Friday
Book club with Sarah (library)	Drama club with Sarah (drama studio)	Art club with Lucy (art area)	Technical Theatre club with Sarah (drama studio)	Year 7, 8 & 9 Table tennis club with Mary
Year 7 Music club with Phil (music rooms)	Knitting and crochet club with Emma (S9)	Belper Wind Band with Anna (music rooms)	Wellbeing club with Sophie (English area)	
Warhammer and Tabletop Games Hobby club with Richard (art area)	Modern Foreign Languages club with Sarah (L5)	Anti-bullying Ambassadors (week 1) with John	Wellbeing Ambassadors (week 1) with Sophie (English area)	
Year 10/11 Table tennis and badminton club with Tom	Chess with Dan (M2)	Student Leadership Group (week 2) with John	Year 7 & 8 Games club with Emma (library)	
	Year 11 Inter-tutor football competition with James and Matt (3G)	Year 8 Dodgeball competition with Tom	Belper Choir with Anna (music rooms)	
		Model Railway Club with Phill (T2)	Year 7 Multi-sports club with Matt	
		Textiles Club with Sarah (T1)		

Extra-Curricular Clubs – After School

Monday	Tuesday	Wednesday	Thursday	Friday
Show rehearsals with Anna & Sarah (stage and main hall)	KS4 & 5 Art with Lucy (art area)	Show rehearsals with Anna & Sarah (stage and main hall)		KS4, 5 and Staff Friday Sports Club with Matt, James, Tom & Leanne
Music Club with Phil (music rooms)	Year 9 Inter-tutor Basketball competition with James	Film Club with Becky (for students in Yr8 or above) (E6)		
Year 7, 8 & 9 Football club with Matt, James & Tom		Pride Club with Karen (T5)		
Year 9,10 & 12 Sports Leaders Events		Year 9 'Your Time' Leadership Programme with Rebecca and Matt		
Robot Club with Sarah (T1)				

2 Black or Blue Pens

1 Coloured Pen

2 Pencils

Eraser

Pencil Sharpener

Ruler

Scientific Calculator